

# CALIFORNIA SCHOOLS

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## The March of Educational Progress in California, 1934

VIERLING KERSEY, *Superintendent of Public Instruction*

In characteristic American fashion, confidence and trust are now displacing the uncertainty and fear which in the recent past has gripped our people. Stimulated by extensive federal expenditure programs, commerce and industry are again embarking upon new ventures which require the reemployment of large numbers of our citizens. With thankful hearts we rejoice in the ability of our federal government to restore normal conditions of livelihood after an extended period of economic paralysis.

It is extremely fortunate that this renewed confidence is based upon a nation wide program of social and economic security which we anticipate is each day becoming more clearly defined as a result of the deliberations of the present Congress. In its broad general outline, this program includes the following three major divisions: (1) the security of livelihood through the better use of our national resources, (2) the security against the major hazards and vicissitudes of life, and (3) the security of decent homes for the American people. Never before in the history of our American form of government has the supremacy of individual and human values over material gain been so effectively recognized as now. Our people are rebuilding on the solid foundation of social and economic justice and certainty for an Era of Enduring Progress.

National  
program  
of social  
and  
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security  
will  
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era of  
enduring  
progress

### Principles of Long Term Planning Are Being Applied to Problems of Government

Long term planning is one of the essential features of the national program for social and economic security. The most efficient use of all of our national resources can be secured only by applying the principles of long term planning to the problems of government. In terms of immediate human needs, such planning finds expression in unemployment reserves or insurance and old age retirement plans. These problems are at the present time the subject of intensive consideration by the national administration. The solution of these immediate

problems, together with the problems of adequately housing our population and the conservation of natural resources, will satisfy most of the physical needs of our people. Long term governmental planning must not terminate at this point.

"National Resources" include human as well as natural resources

The national resources of our country include not only the natural and physical wealth; they also include human resources represented by the opportunities made available for educational and spiritual growth. Potentially these latter resources are greater in their ultimate significance than all other types combined. In a very true sense, the development and quality of all other national resources is, in the final analysis, dependent upon the complete development of those human resources which can be secured only by making available abundant opportunities for human development.

Conservation of natural resources made long term goal of government in 1934

During the past year, the federal government has taken a nation wide inventory of the natural resources of our country. This significant undertaking reveals with scientific accuracy the irreparable loss which we as a nation have suffered as a result of the planless exploitation of our natural resources. Throughout all the years of our national history, we have revered the pioneers who have with much courage and perseverance "conquered Nature" in their attempts to extend the borders of civilization. Surrounded by abundant stores of natural wealth and with the typical American desire for freedom, past generations of our people have satisfied their desire for unrestricted gain without regard to the basic future needs of a rapidly growing population. Unless we of the present generation are to continue this headlong flight toward national chaos, we must substitute planning for exploitation. Significant indeed are the efforts of our national government to conserve the natural resources for the benefit and happiness of future generations.

Natural resources can not be planlessly exploited without jeopardizing social and economic security of our people

Continued progress in our efforts for long term national planning will depend largely upon the ability of the American people to understand and to work hand in hand with Nature. The outstanding lesson of the recent depression will have been learned when men fully recognize the fact that we cannot throw out of balance the resources of Nature without unbalancing man's livelihood and jeopardizing his social and economic security. We can expect the educational and spiritual resources of the nation, when properly developed, to serve as a great and directing balance wheel controlling the essential functions of our civilization. This expectation is dependent

upon our willingness to preserve and safeguard these human resources.

Unfortunately, our national history records many examples of the wastage or misunderstanding of the significance of our educational and spiritual resources. It is true that this loss cannot be measured in terms of destroyed forest lands, eroded farms, and exhausted mineral wealth, but they are measured in terms of underprivileged human lives forced to live in an artificial and mechanized world, where material gain takes precedence over human worth and personality. Too long have we depreciated and disregarded in practice the value of effective educational opportunities for our people as participants in the American democracy.

Long term planning needed to preserve and safeguard human resources

In a majority of the states of the Union, many schools are still required to operate under conditions which were prevalent during that period of our educational development characterized by "reading, writing, and arithmetic." In a civilization which has emphasized the importance of scientific and physical achievements, it is not difficult to understand that the American people were unable to cope effectively with the social and economic problems which have threatened their very existence during the past four years. Children trained in schools dominated by the colonial concept of education represented by the three R's cannot be expected to interpret aright the social and economic trend which determines our national welfare. Until we are willing to face the fundamental problems of long term educational planning, our schools will continue to be only partially effective in the paramount task of maintaining American democracy.

In so far as our schools have been only partially effective in past years, we can determine the cause by even a cursory study of the conditions under which they have been required to operate. School districts which were organized at a time when frontier agricultural communities were developing are still used for school purposes in spite of the rapid growth and change of the population during intervening years. School-houses constructed when means of communication and travel required the development of many small communities, are patched up and continued in use long after rapid and readily available means of transportation have made them quite ineffective for modern educational programs. Poorly trained and inadequately compensated teachers are incapable of interpreting the significant trend of recent years to the rising generation. Instructional materials and equipment have been

Educational progress requires modern instructional tools and equipment

continued in use due to insufficient school funds, in spite of the fact that they are not only incomplete but also incorrect as tools for understanding the modern world.

### National Long Term Educational Planning Required

Long term educational planning by the national government is imperative if our schools are to undertake in an effective manner the essential responsibility which they alone can assume in a democracy. The financial resources of local communities, and even states, in most instances are insufficient for the nationally effective program of education needed at the present time. The federal government has recognized its responsibility for the relief of destitution and unemployment, and we are consequently making rapid strides toward that immediate goal expressed succinctly by the words "to live as Americans should live." We confidently believe and expect the federal government to extend its long term planning program to preserve and safeguard the educational and spiritual resources of our people.

Educational program in California must serve large cosmopolitan population

The problems involved in long term educational planning in the several states will vary materially depending upon the social and economic status of the people as well as their willingness to provide for the educational welfare of their children. In many states, the immediate problem to be faced is that of keeping schools open for a reasonable term each year. In others, the major educational issues are found in the problems involved in providing educational opportunities for a large and varied population. Fortunately, California has wisely kept all of its schools open during the depression. The problems in this state are directly related to the educational needs of a large cosmopolitan population.

California educational program stresses childhood development

California has recognized the rights of childhood as paramount to all other educational interests. Our educational frontier encompasses nursery school and kindergarten classes for those early years of childhood growth and development. During the year 1934, we have with the aid of the federal government, renewed our program of nursery school education. Opportunities of our children for kindergarten education have either been reestablished or restored in some of the urban centers of the state during the past year.

The program of the State Department of Education during the year 1934 has emphasized the importance of educational programs designed to mold the many phases of childhood development into functioning social units. One of the serious

handicaps to greater progress during the year has been the overcrowded conditions under which our teachers are required to carry on instructional programs. These conditions are the aftermath of four years of depression and the consequent curtailment of public expenditures for schools.

The year 1934 has been especially significant in California because of the phenomenal state wide demand for adult educational opportunities. Once again the adult population of the state is attending school in as large numbers as regular day school pupils. In addition, unemployed certificated teachers have been given employment under the emergency educational program supplementing our regular adult school classes, and providing educational opportunities through correspondence courses or in the CCC camps of the federal government.

Adult education program reorganized and enlarged to satisfy public demand for social and economic interpretation

It is significant to note that the adult population of this state is demanding educational opportunities far superior to those provided in earlier years. No longer will ordinary academic instruction satisfy our adult population. The social and economic issues of the time have given rise to the popular demand for classes in social and economic interpretations. This significant movement, which secured its principal impetus during 1934, is bringing about a permanent reorganization of the program of adult education at the present time.

#### "Era of Professional Welfare" Initiated During 1934

The year 1934 likewise marked the beginning of an era of professional welfare. The national movement to provide for the social and economic security of our people has served to emphasize the need for professional security by the school people of the State. Legislative proposals under consideration in our national Congress, as well as in our State Legislature, planned to provide greater social and economic security, must include a measure of professional security for those public servants who constitute the administrative and teaching staffs of our public schools.

The school district system as it is organized in California has been criticized by students of school administration as needlessly complex for many years. Unlike most other states, the usual practice in California is to have separate school districts and separate governing boards of school trustees for each level of the school system, from the elementary school through the high school and to the junior college. Such an administrative organization has tended to retard effective coordination and the articulation of subject matter between

State wide committee recommends legislative proposals for improvement of school district organization

the more than 3500 school districts of the State. These difficulties, when coupled with the financial handicap growing out of a system of school districts, many of which are unable to provide adequate financial support, serve to emphasize the need for a thorough study of the problem together with necessary recommendations for fundamental improvement.

Accordingly, the State Department of Education appointed early in the year 1934 a representative state wide committee to study the reorganization of school districts. During the intervening time all essential issues related to the problem have been thoroughly discussed from all points of view. As a result, the State Department of Education is sponsoring changes and additions to the School Code in the present session of the Legislature which, if enacted, will provide for fundamental improvements in the administrative organization of the state school system. The ultimate significance of this legislation is incalculable, since it will stimulate and promote needed improvements in school procedures throughout the state.

#### **Tax Relief During 1934 Insures Greater Stability in Financial Support of Schools**

A fundamental improvement was made during the year 1934 in the financial support of our school as a result of the passage of the so-called Riley-Stewart Tax Plan. By relieving common property of the county school tax burden, and transferring this obligation to the state, an important measure of stability was given to the school revenue system in this State. In many instances the regularity of the monthly apportionments of state school funds, made possible under this new plan, has reduced the expense of registering school district warrants and thereby insuring greater economy in the expenditure of public funds. The improvements of the year 1934 will be supplemented during 1935 with additional relief to common property as a result of the transfer of utility property from the state to county tax rolls. Common property tax relief in 1934 amounted to approximately 20 per cent of the total tax burden on such property. In 1935 an additional measure of relief amounting to approximately 15 per cent will be afforded thereby further stabilizing and insuring adequate funds for school support.

Coupled with the improvement resulting from the reorganization of the system of financial support for the schools, the school districts of the state have also made substantial reductions in the expenditure of public moneys. In spite of a gradual increase in the average daily attendance in the elementary schools of the state since 1931-32, the amount of expenditures per pupil in average daily attendance has been reduced from \$97.48 to \$84.71, or 13 per cent during the three year period.

Public school expenditures continue to decline in 1934, although school attendance increases

The average daily attendance of high school pupils increased more than 8 per cent during the past three years, while at the same time the expenditures per pupil in average daily attendance in high schools was reduced from \$178.33 to \$142.05, or 20 per cent since 1931-32. The junior college districts of the state reported a 9 per cent increase in average daily attendance between 1931-32 and 1933-34, while at the same time expenditures per pupil in average daily attendance were reduced from \$210.18 to \$187.06, or 11 per cent. These significant trends are more completely indicated in Tables No. 1 and No. 2 which follow:

**Table No. 1**  
**Average Daily Attendance of Students in Elementary, High School, and Junior College Districts, 1931-32 to 1933-34**

School district	1931-32	1932-33	1933-34	Increase since 1931-1932	
				Amount	Per cent
Elementary school <sup>1</sup> —	688,297	692,251	697,718	9,421	1.4
High school-----	261,456	275,451	282,859	21,403	8.2
Junior college-----	15,693	18,796	17,126	1,433	9.1
Total-----	965,446	986,498	997,703	32,257	3.3

<sup>1</sup> Includes attendance of pupils in grades 1 to 8 of elementary and junior high schools.

**Table No. 2**  
**Current Expenditures Per Pupil in Average Daily Attendance in Elementary, High School, and Junior College Districts, 1931-32 to 1933-34**

School district	1931-32	1932-33	1933-34	Decrease since 1931-1932	
				Amount	Per cent
Elementary school <sup>1</sup> —	\$97.48	\$86.36	\$84.71	\$12.77	13.1
High school-----	178.33	149.20	142.05	36.28	20.3
Junior college-----	210.18	171.87	187.06	23.12	11.0

<sup>1</sup> Includes kindergarten average daily attendance and current expenditures.

**Public schools make greater reductions in expenditures than all other agencies of government combined**

A recent state wide study of public spending clearly reveals the relative amount of reduction in expenditures for school purposes as compared with expenditures for other agencies of government. For the three year period from 1930-31 to 1932-33, the schools of the state made reductions amounting to more than \$33,000,000 or 20 per cent. In a like period of time, all other agencies of government in California reduced expenditures by slightly more than \$12,000,000 or 3.54 per cent. When it is realized that the public school expended only 28.5 per cent of the total expenditures made by the several agencies of organized government during the year 1932-33, one may secure a more complete realization of the handicapping curtailment placed upon the public schools. These facts are clearly presented in detail in Tables No. 3 and No. 4.

**Table No. 3**

**Governmental Expenditures<sup>1</sup> in California 1930-31 to 1932-33, Inclusive**

Fiscal year	Schools	All other units of government <sup>2</sup>
1930-31-----	\$164,067,861	\$340,675,348
1931-32-----	153,946,550	346,354,449
1932-33-----	130,966,819	328,611,941
Amount of reduction since 1930-31-----	\$33,101,042	\$12,063,407
Per cent of reduction-----	20%	3.54%

<sup>1</sup> Basic data secured from *The Tax Digest*, June, 1934, page 202, published by the California Taxpayers' Association, Los Angeles.

<sup>2</sup> Includes the following governmental units: state, counties, cities, and special districts.

**Table No. 4**

**Governmental Expenditures<sup>1</sup> in California, 1932-33**

Governmental unit	Expenditures	
	Amount	Per cent
Cities-----	\$134,457,639	29.3
Schools-----	130,966,819	28.5
Counties-----	109,383,875	23.8
State-----	76,322,085	16.6
Special districts-----	8,448,342	1.8
Total-----	\$459,578,760	100.0

<sup>1</sup> Basic data secured from *The Tax Digest*, June, 1934, page 202, published by the California Taxpayers' Association, Los Angeles.

The average amount of expenditure per pupil in average daily attendance in our public schools during the year 1934 was less than during any of the preceding ten years. This striking fact raises many questions of importance, as, for instance, how much reduction can be effected in expenditures for public schools without permanently reducing their efficiency.

School costs in 1934 less than any of preceding ten years

Our public schools serve as positive agents for the training of our citizens. We dare not lessen the effectiveness of our public schools. To do so would mean the ultimate breakdown of democratic society itself. Unless children are properly educated at public expense in our schools, many of them, due to lack of guidance and educational opportunities, will become socially delinquent and in time increase the number of public charges or be assigned as inmates of our state institutions. This neglect of childhood undermines the integrity and character of our social institutions.

The march of educational progress during the year 1934 is especially significant of the times and conditions under which we are now living. The public schools have worked hand in hand with the other agencies of the federal and state government for the recognition of the rights of our citizens to a reasonable security based upon social and economic justice. The public schools are proud of these accomplishments during the past year. They serve as tangible evidence of the educational progress which will be made in California in 1935.

Educational progress in 1934 indicative of trend in 1935

## **DEPARTMENTAL COMMUNICATIONS**

### **Division of Textbooks and Publications**

IVAN R. WATERMAN, Chief

#### **NEW PUBLICATIONS**

*Selected Bibliography for Homemaking Instruction in Secondary Schools*, Department of Education Bulletin No. 1, January 1, 1935.

*Source Material for Conservation Week*, Department of Education Bulletin No. 2, January 15, 1935.

*California Journal of Elementary Education*, Volume III, No. 3, February, 1935.

### **Division of Teacher Training and Certification**

EVELYN CLEMENT, Chief

#### **Acceptance of Teaching Experience for Renewal of Credentials**

Teaching experience or other educational work in CCC Camps or under the Emergency Educational program may be accepted toward the renewal of teaching credentials. For long term, or five year, renewal, two hundred hours of actual teaching or supervisory educational work must be verified by letters from the Educational Director under whom the work is carried on. Under this evaluation, ten hours of acceptable experience secured each week for a period of twenty weeks, or five hours for forty weeks, entitle an applicant to long term renewal. Not more than ten hours of experience secured in any week may be counted under this evaluation.

#### **Provisions for the Certification of Exchange Teachers**

The School Code of California, section 5.408, provides for the exchange of teachers with foreign countries.

According to this provision governing boards of any school district may enter into an agreement through the State Department of Education with the proper authorities of any foreign country for the exchange of teachers of grades corresponding to those in which teachers of the district are employed.

After an exchange has been tentatively arranged, a credential may be issued by the Commission of Credentials to a foreign teacher upon the specific request of the employing school official in the California school district in which the exchange teacher is to be employed. Verification of the agreement of the California teacher with the foreign country and of the foreign teacher with California must be submitted to the Commission of Credentials by the California school official.

The credential when issued will be valid for one year only and may not be renewed.

California teachers may receive information regarding exchanges by applying to the following persons:

Miss Valentine Chandor, Chairman of the Joint Committee on Interchange of Teachers, American Association of University Women, 106 East 52nd Street, New York City.

Miss Elizabeth Patch, Education Secretary, English Speaking Union, 19 West 44th Street, New York City.

## INTERPRETATIONS OF SCHOOL LAW

### CORRECTION

In the digest of the decision of the Appellate Court in *King City School District et al. v. Waibel*, 79 C. A. D. 564, \_\_\_ Pac. (2nd) \_\_\_, given on page 426 of *California Schools* for December, 1934, the date, July 1, 1934, appearing in line ten should be July 1, 1933.

### Supreme Court Decisions

#### Members of City Boards of Education

Despite the fact that section 307 of the charter of Los Angeles City provides that no person shall be eligible to be a member of the city board of education who has not been a resident of the city for at least two years preceding his nomination or election, any person who is an elector of the Los Angeles School District is eligible to the office by virtue of School Code sections 2.471 and 2.971 and Political Code section 58. The school system not being a municipal affair, the provisions of the charter must give way to the general law. (*People of the State of California ex rel. Kenneth C. Davidson et al. v. Mertz*, 89 C. D. 19, \_\_\_ Pac. (2nd) \_\_\_\_.)

#### Dismissal of Permanent Teachers Upon Discontinuance of Service by Districts

Where a school district has maintained three kinds of kindergarten service, viz: that rendered by kindergarten directors, by associate kindergarten directors, and by assistant kindergarten directors, the governing board of the district may under the provisions of School Code sections 5.710-5.713 discontinue the kinds of service rendered by associate kindergarten directors and by assistant kindergarten directors, who taught part time under the direction of kindergarten directors, and may at the close of the then current school year dismiss any permanent employees of the district who are associate or assistant kindergarten directors and the fact that those dismissed are qualified to teach in other positions in the district does not entitle them to be retained in the service of the district. (*Fuller v. Berkeley School District etc., et al.*, 89 C. D. 29, \_\_\_ Pac. (2nd) \_\_\_, affirming *Fuller v. Berkeley School District etc., et al.*, 75 C. A. D. 555, \_\_\_ Pac. (2nd) \_\_\_, reported on page 393, 1933 *California Schools*.)

Where the governing board of a school district discontinues the kind of service performed by a traveling teacher in art, who traveled from school to school giving instruction in art to teachers and pupils, a permanent employee of the district employed as a traveling teacher

of art may be dismissed from the service of the district under the authority of *Fuller v. Berkeley School District etc. et al.* (89 C. D. 19). (*Davis v. Berkeley School District etc., et al.*, 89 C. D. 34, \_\_\_ Pac. (2nd) \_\_\_, affirming *Davis v. Berkeley School District etc., et al.*, 75 C. A. D. 558, \_\_\_ Pac. (2nd) \_\_\_\_.)

## Appellate Court Decisions

### CWA Workers as District Employees

Where, at the request of the CWA the governing board of a school district submitted a project providing positions for clerical, gardener, janitor, and similar services, but declined to assume compensation liability or liability for injuries to persons employed on the project, and CWA accepted the project which was administered by CWS, and persons employed on such project were under the supervision of the district authorities but were employed, paid, discharged, and transferred by CWS, a person injured on such project is not an employee of the district within the contemplation of the Workmen's Compensation Insurance and Safety Act of 1917 as amended in 1933 and Deering Act 1815. (*Board of Education of the City of Los Angeles et al. v. Industrial Accident Commission et al.*, 80 C. A. D. 174, \_\_\_ Pac. (2nd) \_\_\_\_.)

### Persons Employed under Work Relief Orders as School District Employees

Where a person was given a work relief order by the welfare department of a county and assigned by it to work wrecking a school district building under a foreman employed by the school district and such person was being paid by the county, and the school district did not select the person or fix his hours or days or work or his compensation, such person is not an employee of the district under the Workmen's Compensation Act and is not entitled to compensation for injuries received while so working. (*State Compensation Insurance Fund et al v. Industrial Accident Commission etc., et al.*, 80 C. A. D. 340, \_\_\_ Pac. (2nd) \_\_\_, *State Compensation Insurance Fund et al. v. Industrial Accident Commission etc., et al.*, 80 C. A. D. 341, \_\_\_ Pac. (2nd) \_\_\_\_.)

## Attorney General's Opinions

### Fees for Inspection of Buildings under Field Bill

While, as set forth in opinion 9312 of the Attorney General, a school district is not required under Chapter 59, Statutes of 1933 (Field Bill) to pay additional fees to the Division of Architecture of the State

Department of Public Works for examination of revised plans after the original plans had been approved by such Division and the fee therefor paid, when the revision in such plans has been necessary to bring the cost of the building within the original estimated cost, yet when a school district has had plans for a building approved by said Division and has paid the required fee therefor, and later abandons such plans and submits to the Division plans for a building which is to all intents and purposes a new project, the school district must pay a new fee to the Division for the examination of such plans. (A. G. O. 9740, January 15, 1935)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### Education Today

The California State Department of Education will continue its radio program, Education Today, which is given over Station KGO from 6:45 to 7:00 p.m. every Saturday evening. The following broadcasts will be offered:

February 2—Roy Cloud, Executive Secretary, California Teachers Association, Educational Bills Introduced in the Legislature.

February 9—Dr. Benjamin E. Mallary, Lecturer in Vocational Education, University of California, Learning to Earn.

February 16—W. H. Orion, Chief, Division of Physical and Health Education, State Department of Education, The Place of Athletics in the High School Program.

February 23—Alfred E. Lentz, Administrative Adviser, State Department of Education, Educational Bills of Major Interest.

March 2—A. Alan Clark, in Charge of Workers' Education, Emergency Education Program, Oakland, What is Workers' Education?

#### RADIO BROADCAST OF THE PEOPLE, BY THE PEOPLE, AND FOR THE PEOPLE

The most ambitious educational radio program ever conceived is being arranged for presentation over the Columbia network on Monday, March 4, 1935, the second anniversary of the inauguration of President Roosevelt.

Under the title, Of the People, By the People, For the People, the two-hour program from 11:30 a.m. to 1:30 p.m., Pacific Standard time, will afford radio listeners a dramatic review of the first two years of the administration's activities and a first-hand account of the current problems facing every branch of the three part government, executive, legislative, and judicial.

An effort will be made to make the program doubly valuable to the nation's millions of students by seeking to have school principals and superintendents cooperate by dismissing their classes in civics and government during the time of the broadcast, so that the students may learn how the administration, the Congress, and the Supreme Court function, directly from those making contemporary history.

To this end, the support of John W. Studebaker, United States Commissioner of Education, has been enlisted, and pamphlets telling of the exceptional program, the first of its kind ever undertaken, will

be sent to school executives throughout the nation. The Columbia School of the Air program, heard daily by an estimated two million school children, will be canceled for the day.

An unusual technique will be followed in connection with the broadcast. At intervals a cast of actors assembled in the New York studios will dramatize high spots of governmental activity of the past two years and, as soon as they have completed their lines, the scene will be shifted to the office of the actual participant, who will be asked to explain to the radio audience his part in the proceedings just described and to recite the responsibilities of his office.

In addition to the dramatizations, the program will have several musical interludes supplied by the Army, Navy, and Marine bands.

With plans still incomplete, a full schedule of the offices and departments to be visited is yet unavailable. Tentative arrangements, however, call for pickups from such dissimilar points as a Senate committee room, the Supreme Court, a battleship, the workshop of one of the government's alphabetical units, the House of Representatives in session, the mint, the White House, and the office of a cabinet member.

This program will be heard over the following stations which comprise the Don Lee Broadcasting System: KFBK, KFRC, KHJ, KGB, KDB, KWG, KERN, KMJ, KOH, KSL.

#### BROADCASTS OF EDUCATIONAL DISCUSSIONS FOR USE BY FACULTY AND PARENT GROUPS

Members of the faculty of the School of Education of Stanford University will present a series of three educational discussions over stations KPO, KECA, KFSD, KTAR, KGW, KJR, KGA, KGIL, KDYL. These broadcasts, thirty minutes in length, will be heard at 3:30 p.m. on the third Tuesday of March, April, and May, for use in teachers meetings and by parent groups meeting either alone or with the faculty of the schools in which their children are enrolled. According to tentative plans, these programs will be available to all schools and parent groups in Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

A discussion outline, with suggested readings, will be made available prior to each broadcast in the journals of the state teachers associations in the various states. Individuals and groups with questions or challenges on the ideas presented are asked to send them to the School of Education, Stanford University. A digest and answer to these questions and challenges will be prepared and published in the journals of the teachers associations or used as the basis for later broadcasts.

The three programs scheduled for the present school year deal with The Modern School. The topic for each broadcast with the names of persons participating in the discussions are listed:

**March 19—Modern Trends in Teaching**

- Dr. Verna Carley, Associate Professor of Education and Director of Teacher Training
- Dr. William M. Proctor, Professor of Education
- Dr. Grayson N. Kefauver, Professor of Education and Dean of the School of Education

**April 16—Recognition of Mental Health in the Modern School**

- Dr. Reginald Bell, Assistant Professor of Education
- Dr. Walter H. Brown, Professor of Hygiene and Physical Education
- Dr. Grayson N. Kefauver, Professor of Education and Dean of the School of Education

**May 21—Implications of Social Changes for the Program of the Modern School**

- Dr. Percy E. Davidson, Professor of Education
- Dr. Harold C. Hand, Assistant Professor of Education
- Dr. Grayson N. Kefauver, Professor of Education and Dean of the School of Education

### **Education Leaders to Speak**

Nine widely known authorities on education matters will speak over NBC networks during February on the Saturday programs of the Our American Schools series. The weekly feature, now in its third year, is presented under the direction of Miss Florence Hale, director of radio for the National Education Association, at 2:30 p.m. over stations KGO, KFI, and KFSD.

The February schedule of speakers and subjects follows:

- February 2—A New Deal in Education**, Annie C. Woodward, President National Council of Administrative Women; **The Function of Schools in Our Democracy**, A. J. Stoddard, Superintendent of Schools, Providence, R. I.
- February 9—Do You Know Your Child's Teachers?** Agnes Winn, Secretary, Teachers Department of the National Education Association; **Equal Opportunity for Every Child**, Senator Arthur Capper of Kansas.
- February 16—Giving Our Children a Chance in Life**, Katherine F. Lenroot, Chief of the Children's Bureau, United States Department of Labor; **Have We Any Place for Youth?** Dr. William John Cooper, Professor of Education, George Washington University.
- February 23—Public Education Moves Forward**, Dr. E. E. Oberholtzer, President, Department of Superintendence, National Education Association; **Streamlining Education**, Agnes Samuelson, State Superintendent of Public Instruction, Iowa; **Colorado Calls You**, William Mooney, former secretary, Colorado State Teachers' Association.

### **Resume of Education Broadcasts**

#### **SUNDAYS**

- 9:45-10:00 a.m. International Speakers on World Affairs. KFRC, KHJ.
- 12:00 m.-2:00 p.m. New York Philharmonic Orchestra. KFRC, KHJ.
- 6:00- 6:15 p.m. Wonders of the Earth, by Henry Hyde. KGO.
- 7:30- 7:45 p.m. An American Fireside. KGO.
- 8:00- 8:15 p.m. Tales From Shakespeare. KGO.

**MONDAYS**

9:30-10:00 a.m. The New World. Educational Talks. KPO, KECA, KFSD.  
10:30-10:45 a.m. Historic New Deals. University of California. KFRC, KHJ.  
11:30 a.m.-12:00 m. American School of the Air. History dramatized. KFRC,  
KHJ, KMJ, KWG, KDB, KERN, KFBK.  
11:30-11:45 a.m. California Federation of Women's Clubs. KPO, KECA, KFSD.  
12:00 m.-1:00 p.m. Radio Guild Players. KGO.  
12:00 m. Vocational Agriculture. Auspices California State Department  
of Education. KPO, KFI, KFSD.  
12:15- p.m. Western Farm and Home Hour. KPO, KFI, KFSD.  
1:15- 1:45 p.m. Dr. Tully Knoles, President, College of the Pacific, in World  
Affairs. KGDM.  
4:00- 4:15 p.m. National Committee for Protection of Child, Family, Church,  
and Home. KGO, KFSD.  
5:45- 6:00 p.m. Correct English. KFRC, KHJ, KMJ, KWG, KDB, KGB,  
KERN, KFBK.  
6:30- 6:45 p.m. Safety First. Auspices California State Automobile Associa-  
tion. KGO.  
7:30- 7:45 p.m. National Radio Forum. Guest Speakers. KGO, KYDL.  
8:00- 8:15 p.m. Stanford University Program. KGO.

**TUESDAYS**

8:15- 8:30 a.m. Your Child. Children's Bureau, United States Department of  
Labor. KPO, KFI, KFSD.  
11:30-12:00 m. American School of the Air. Literature, Drama. KFRC, KHJ,  
KMJ, KWG, KDB, KGB, KERN, KFBK.  
1:30- 1:45 p.m. Science Service Series. KFRC, KHJ, KWG, KMJ, KDB,  
KGB, KERN, KFBK.  
2:15- 2:45 p.m. Congress Speaks. KGO, KDYL.  
4:30- 4:45 p.m. You and Your Government. National Advisory Council. KPO,  
KECA, KFSD.  
8:00- 8:15 p.m. March of Progress. KGO.  
9:30-10:00 p.m. Death Valley Days. KPO, KFI.  
9:30-10:00 p.m. University Explorer. University of California. KFRC, KHJ,  
KERN.

**WEDNESDAYS**

10:30-10:45 a.m. Lifelong Learning. University of California. KFRC, KHJ.  
11:30 a.m.-12:00 m. American School of the Air. Geography dramatized. KFRC,  
KHJ, KMJ, KWG, KDB, KERN, KFBK.  
1:00- 1:15 p.m. National Student Federation Program. KFRC, KHJ, KMJ,  
KWG, KDB, KERN, KFBK.  
3:00- 3:15 p.m. Education in the News. Discussions and Reports, United States  
Department of the Interior, Office of Education. KGO, KDYL.  
5:15- 5:30 p.m. Children's Hour. KGO.  
7:00- 7:30 p.m. Broadcast from Byrd Antarctic Expedition. KFRC, KHJ,  
KERN.  
7:15- 7:30 p.m. Agriculture Today. KGO.  
7:45- 8:15 p.m. Californians on Parade. KGO.

**THURSDAYS**

11:00-11:45 a.m. Standard School Broadcast. KPO, KFI, KFSD.  
11:30 a.m.-12:00 m. American School of the Air. Music. KFRC, KHJ, KMJ,  
KWG, KDB, KERN, KFBK.  
2:00- 2:30 p.m. National Congress of Parents and Teachers. KGO, KDYL.  
3:15- 3:30 p.m. Vocational Guidance Series. KGO, KDYL.  
5:00- 5:15 p.m. Art and Music. KGO.

5:45- 6:00 p.m. Correct English. KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK.

6:00- 6:15 p.m. Let's Go to Europe. Travelogues. Dr. William Van Wyk. KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK.

6:30- 6:45 p.m. Federal Business Bureau Talk. KGO.

8:15- p.m. Standard Symphony Hour. Los Angeles Philharmonic Orchestra. KPO, KFI.

8:15- 8:30 p.m. Academy of Medicine. KFRC, KHJ, KMJ, KDB, KERN, KFBK.

9:15- 9:45 p.m. Winning the West, by Wilbur Hall. KPO, KFI.

9:45-10:00 p.m. Book Parade. Dr. S. K. Padover, Associate Professor of History, University of California. KPO.

**FRIDAYS**

8:00- 9:00 a.m. NBC Music Appreciation Hour. Walter Damrosch. KPO, KFI, KFSD.

8:15- 8:30 a.m. Current Questions Before Congress by National Leaders. KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK.

9:30-10:00 a.m. National Farm and Home Hour. KPO, KFI, KFSD.

10:30-10:45 a.m. Makers of Modern Medicine. University of California. KFRC, KHJ.

11:00-11:30 a.m. Magic of Speech, by Vida Sutton. KGO.

11:30 a.m.-12:00 m. American School of the Air. Vocational Guidance.

12:00- m. State Department of Agriculture. Organization Work of the County Agricultural Commissioners. KGO.

12:45 a.m.-1:30 p.m. Commonwealth Club Luncheon Talks. KGO.

4:30- 4:45 p.m. For Boys and Girls Only. KGO.

5:00- 5:15 p.m. High School Hour. KGO.

6:00- 6:30 p.m. The March of Time. KFRC, KHJ, KERN, KFBK.

6:30- 6:45 p.m. Mindways: Stories of Human Behavior. Hubert C. Armstrong, Assistant Director, Child Welfare, Oakland Public Schools. Auspices California Congress of Parents and Teachers. KGO.

7:15- 7:30 p.m. Chester Rowell. KGO.

9:15- 9:30 p.m. Hobbies, by Wilbur Hall. KFRC, KHJ, KFBK.

**SATURDAYS**

9:00- 9:15 a.m. The Political Situation in Washington, by Wile. KFRC, KHJ.

11:00 a.m.-2:00 p.m. Metropolitan Opera Series. KPO, KFI, KFSD.

2:30- 3:00 p.m. Our American Schools, by National Education Association. KGO.

3:45- 4:00 p.m. The Master Builder. Federal Housing Commission. NBC Service from Washington Studios to KGO, KFI, KFSD.

6:45- 7:00 p.m. Education Today. California State Department of Education. KGO.

**DAILY EXCEPT SATURDAY AND SUNDAY**

12:15- p.m. Western Farm and Home Hour. KPO, KFI, KFSD.

4:15- 4:30 p.m. University of the Air. Programs by University of Southern California. KFRC, KHJ.

**NEWS BROADCASTS**

M-W-F 10:15-10:30 a.m. International News for Schools. KPO, KFSD.

M-W-F 8:15- 8:30 p.m. Human Side of the News, by Edwin C. Hill. KFRC, KHJ.

Tuesday 6:30- 6:45 p.m. News Behind the News, by Chester Rowell. KGO.

Friday 7:15- 7:30 p.m. News Behind the News, by Chester Rowell. KGO.

M-W-F 10:15-10:30 a.m. Radio Reporter. News for Schools. KPO.

M-T-W-Th-F 10:00-10:15 a.m. Press Radio News. KGO, KECA, KFSD.

### PUBLIC SCHOOLS WEEK

The sixteenth annual observance of Public Schools Week will begin Monday, April 8, 1935. In the observance of this week the schools of California have a rare opportunity to act as host to the fathers and mothers of pupils, to strengthen the ties between the home and the school, and thus develop a better understanding of the significance of the place of the institution of public education as a part of American life.

The State Department of Education plans to issue a bulletin treating those subjects of particular importance for discussion during Public Schools Week and including specific suggestions which should prove helpful to schools in planning their programs for the observance of Public Schools Week.

Further announcement concerning Public Schools Week will be made in the March number of *California Schools*.

### BERKELEY CELEBRATES AN ANNIVERSARY

Berkeley, California, is this year celebrating the twenty-fifth anniversary of the establishment in that city of the first junior high school in the United States. The McKinley and the Washington schools of Berkeley opened the new term in January, 1910 as Introductory High Schools by retaining their ninth grade pupils. The McKinley school was able, however, to segregate the seventh, eighth, and ninth grade pupils in a separate building with a distinct administrative entity. This is the basis of Berkeley's claim to being the first city in the United States to have a junior high school since by definition of the North Central Association in 1918 the term *junior high school*

shall be understood to apply only to schools including the ninth grade combined with the eighth grade, or with the eighth and seventh grade, in an organization distinct from the grades above and the grades below.

Frank F. Bunker was City Superintendent of Berkeley schools at the time and the principal of the McKinley school was C. L. Biedenbach, now Principal of the Berkeley High School. One of the most important of the parent groups cooperating with the school officials in establishing the new system at that time was the McKinley Parents' Association.

### JOHN MUIR BIRTHDAY OBSERVANCE

John Muir, great naturalist, author, conservationist, and Californian by adoption was born in Dunbar, Scotland, April 21, 1838. Schools throughout the state are urged to commemoration of this day as a mark of respect to this great man who traveled over the world and admired California so much that he came to make his home within

the borders of our state. He performed fine service for California by his efforts toward the conservation of her forest resources. For many years he wielded his pen in an effort to save the forests of this state from wanton destruction by purely selfish interests.

Following a camping trip with John Muir, Theodore Roosevelt, then President, set about enlarging his conservation program. He created National Forests and National Parks in addition to the areas already set aside by Presidents Harrison and Grant which today form the playground areas for vast numbers of persons seeking recreation in the forests.

Linnie Marsh Wolfe has prepared a fifteen page booklet entitled, *John Muir, Friend and Interpreter of Nature*, dedicated to the Boy Scouts of America, published by Houghton Mifflin Company, 612 Howard Street, San Francisco (price 10 cents), which gives an interesting resume of the life of John Muir.

#### CALIFORNIA PACIFIC INTERNATIONAL EXPOSITION

The California State Board of Education and the State Department of Education are cooperating with the officers and officials, the committees and agents of the California Pacific International Exposition which is to be opened in San Diego, May 29, 1935.

An educational exhibit representing the California schools is to be prepared and displayed in an Educational Exhibit Building. Mrs. Vesta Muehleisen is chairman and director of educational exhibits.

Mrs. Muehleisen will communicate with school officials and present a statement of the plans for the educational exhibits requesting cooperation. The State Department of Education will advise and assist in every possible way.

This is an opportunity for California schools.

#### THE FORGOTTEN MEN OF THE SCHOOL SYSTEM

The following tribute to the "forgotten men" of the school system was written by O. S. Hubbard, Superintendent of Fresno City Schools:

A school system can not function without teachers. Society recognizes this fact and from time immemorial nations have paid homage to teachers. Though sometimes tardy and inadequate this recognition is well deserved and I would be the last to detract from it one jot or tittle.

I plead for recognition for a large and important group of public school servants who might be appropriately designated the "forgotten men" of the school system. This group comprises the many specialized workers, most of whom have been added to the staff as schools have grown in size and broadened in function.

Without the help of these ghost workers teaching would be difficult if not impossible. Therefore, as we honor teachers let us remember these unsung workers in every school department:

THE LABORER whose work along so many lines is basic of the operation of any school system.

THE JANITOR who keeps the building sanitary and comfortable so that the pupils and teachers can work to best advantage.

THE GARDENER who makes the school yard a place of beauty and inspiration for all who see it.

THE MECHANIC who is responsible for the important work of maintaining school plant and equipment.

THE STOREKEEPER who assembles necessary supplies, books, and other materials without which instruction would not be possible.

THE TRUCK DRIVER who carries these supplies and materials to the school.

THE COOK who gives herself in the preparation of nutritious food in order that children may build strong and healthy bodies.

THE CLERICAL WORKER whose indispensable contribution lies in keeping important records of all kinds without which there would be much confusion in the temple of education.

THE SCHOOL NURSE who exercises watchful supervision over the health of the children assigned to her care and is a significant link in the chain binding school and home together.

THE TELEPHONE OPERATOR who "smiles over the wires" and bridges the gap between the schools and the Central Office as she gives and receives hundreds of messages each day.

THE SECRETARY who answers a million questions for the "boss" and otherwise relieves him of innumerable small but important details so that he can devote his time and thought to more fundamental educational problems.

THE SCHOOL BOARD MEMBER who, without compensation, gives generously of his time, thought, and energy in the formulation of educational policies for his district, and whose only compensation is "the consciousness of having helped as fully as possible in training young men and women for the part which they are to play in American State and National life, and for that large part which America is to play in the affairs of the world."

In the day of final judgment when Saint Peter studies the records, I am certain he will admit all of these valued public school servants into heaven on an equal footing with teachers, for while they themselves do not teach they make the way easy for those who do.

### **AMERICAN PHYSICAL EDUCATION ASSOCIATION**

The national convention of the American Physical Education Association and its Eastern District Society will be held in Pittsburgh, April 24-27, 1935.

### **NATIONAL STUDENT FORUM ON THE PARIS PACT**

The Story of the Paris Pact, by Arthur Charles Watkins, Director of the National Student Forum on the Paris Pact, is a small volume giving the formal story of the origin and conclusion of the Pact and the first five years of its application to world problems prepared for the use of students in high schools, colleges, and all kinds of study groups. The philosophy of the Pact has been so clearly explained that it will be easily grasped by the average boy or girl. On the other hand, it is believed that adult citizens in community forums will not find the book trivial or immature.

The State Department of Education in again calling attention to the program of the National Student Forum on the Paris Pact suggests

that the study of international relations and projects designed to promote world friendship and good will be made an integral part of the school curriculum rather than be conducted independently. Such study is very properly a part of the social studies course and may in many instances be correlated with the work of other courses.

Provision is made for participating and reporting schools on forms supplied by the national office. *Participating* and *reporting* schools should send their enrollment requests to Arthur Charles Watkins, 532 Seventeenth Street, N. W., Washington, D. C. *Reporting* schools, in addition, should send a list of projects selected together with reports of progress before April 15, 1935, to Ivan R. Waterman, State Chairman of the Forum.

Principals and teachers wishing further information or advice concerning their projects are invited to communicate with the State Chairman. Walter R. Hepner, Chief of the Division of Secondary Education, will also be glad to answer questions or give advice concerning the correlation of such projects with other parts of the high school curriculum.

One copy of the volume bound in paper may be had for 15 cents. Discounts are allowed on orders of ten or more copies.

#### GOOD DRIVING

*Good Driving, A Manual for the High Schools*, is a pamphlet prepared by the Secondary School Committee of the Child Education Section, National Safety Council, and published by the Education Division of the Council through the cooperation and support of the National Bureau of Casualty and Surety Underwriters. This publication outlines methods of organizing programs of instruction in secondary schools and presenting subject-matter content on various aspects of automobile driving.

Copies may be secured for 25 cents each from the Education Division, National Safety Council, One Park Avenue, New York.

## PROFESSIONAL LITERATURE

### REVIEWS

LUELLA COLE. *Psychology of the Elementary School Subjects*. New York:  
Farrar & Rinehart, Incorporated, 1934. Pp. xvi + 330.

The purpose of this book is to present the contributions of educational psychology to the teaching and learning of the elementary school subjects in a manner and form adapted for immediate, practical use by teachers. The material is almost entirely devoted to techniques of teaching and learning subject matter. The contributions of child psychology to knowledge of the nature of the learner, tests and measurements, and the curriculum, while receiving somewhat more than casual consideration, are treated only as they pertain to techniques of teaching and learning.

Chapter I deals briefly with objectives in the elementary school. This discussion is directed chiefly to the thesis that

the fundamental work of the elementary school is to consist of (a) things children have the capacity to learn without an unpardonable amount of retardation, (b) things they use in their own daily lives, and (c) things they are certain to need later on.

In introducing the chapters which follow, devoted exclusively to methods of teaching and learning, the author warns the reader to keep clearly in mind the importance of the factors of mental capacity of children, their emotional and social development, and the nature of the curriculum, in studying the technical treatments of the several elementary school subjects.

Chapters II to IX are devoted to teaching and learning in the various elementary school subjects as indicated by the following chapter titles: The Achievement of Skill in Reading; Reading in the Social Sciences; Spelling Our Illogical Mother Tongue; Achieving Legible Handwriting; Producing Acceptable English; Mastering the Fundamental Processes of Arithmetic; The Solution of Verbal Problems; Artistic Self-Expression.

In each of these chapters the author has very skillfully presented a digest of the major contributions from research investigations and interpreted them in terms of the everyday task of the classroom teacher. Citations are given to 200 books, bulletins, and articles chiefly consisting of research investigations. A feature included in each of these chapters which should prove particularly helpful to teachers is a short section designated by the term "dynamics" in which are considered the chief drives and certain devices which motivate children to apply themselves in learning the several subjects. Most of the chapters give some consideration to testing. Particular emphasis is placed on diagnosis of special difficulties and remedial instruction. Each of the chapters closes with a short list of specific, practical suggestions to teachers embodying the most important principles covered in the chapter. The book constitutes an excellent treatment of techniques of instruction in the several elementary school subjects which should serve well as a manual or reference to the teacher in meeting instructional problems.

The closing chapter is entitled, Interesting, Easy, Profitable Research for Teachers in the Elementary Grades. Specific suggestions are offered for research in objectives, textbook evaluation, and construction of instructional material, methods of instruction, difficulty of materials, children's interests and abilities, and test construction. These suggestions should stimulate teachers to undertake those research studies which may well be carried on in connection with their teaching, and should assist in the development of a scientific attitude toward the problems of teaching.

IVAN R. WATERMAN

KATHERINE GLOVER, and EVELYN DEWEY. *Children of the New Day.* New York: D. Appleton-Century Company, Incorporated, 1934. Pp. ix+332.

Earnest and conscientious parents of today are frequently puzzled over the training of their children in a rapidly changing social and economic world. Old methods will no longer suffice in meeting the problems of the new day.

Katherine Glover and Evelyn Dewey have presented in *Children of the New Day* a manual for modern parents who long to give intelligent guidance to their children.

In this volume the complete physical, mental, and emotional development of children in the world as they find it is discussed in the light of modern psychology. The obligations of society in providing the best possible environment in which this growth and development may take place is not evaded. Startling are the figures of the ghastly crimes against childhood—the potential leaders of our civilization! The nurture of youth should be the concern of age. There are many agencies at hand if parents but learn more about them through such volumes as this one.

Modern living has brought many changes to home and family life. One of the most significant from the standpoint of childhood is the ceding of the father's dominance in the American family into the hands of the mother. Other interesting changes, such as the divorce toll and the insatiable seeking of education by parents are discussed frankly by these authors.

Parents themselves are aroused to the responsibility of maintaining their own emotional stability, not only to provide a secure environment for their children, but also to furnish acceptable patterns for imitation. This is indeed a modern version of childhood's problems. "For every problem child there is first a problem parent," has been well said.

The care of those who have been hurt through ignorance is recognized as an obligation of society and these children are not overlooked in this book. The handicapped and social rebels are ably handled in one section. Prevention is the goal, but care must be provided for the by-products of present day society while we are learning to use preventive measures.

"The responsibility for satisfaction of the fundamental needs of every child rests first upon the home" is emphasized again and again in this simply written and direct volume. "With naive faith we expected our system of universal education to deliver us the American millennium." Homes must do their full share as well as schools if the forty-five million children of all colors and races dwelling in America are to find a new day.

"Perhaps the only real gift we can pass on to children out of the chaos of today is awareness," the authors suggest. The thought is expressed in many ways as a warning to parents that guidance given to children by them must be such that the stamp of the old is not put upon the new generation. They shall be aware and alert to all things in this new day but not bound by pattern and tradition from the old. Parents can never live "in the house of tomorrow" nor can they even dream of what the tomorrow of their children will hold. Their service is to insure love and security, in the best possible environment for all children and let the souls and spirits of youth soar unhampered to greater heights than age can ever attain.

GLADYS L. POTTER

*School Administration in the Twentieth Century.* Edited by Jesse B. Sears. Stanford University, California: Stanford University Press, 1934. Pp. 83.

This pamphlet consists of five addresses on school administration delivered at the occasion of the banquet given in honor of Ellwood Patterson Cubberley on June 6, 1933, immediately preceding his retirement as Dean of the School of Education of Stanford University, and an address by Dr. Cubberley entitled, A Response to Many Toasts, in which are reviewed the achievements of the School of Education during his period of service. The five addresses are:

Twentieth Century Developments in State School Administration, by Frank W. Thomas.

Twentieth Century Developments in City School Administration, by Joseph Marr Gwinn.

Twentieth Century Developments in Research in School Administration, by John K. Norton.

Twentieth Century Developments in the Administration of Teacher Training, by Ralph W. Swetman.

Twentieth Century Trends in the Teaching of School Administration, by Clyde M. Hill.

These addresses are directed chiefly to a consideration of the major accomplishments in the five fields of educational administration. Special tribute is paid to Dr. Cubberley's contribution to the literature of school administration and to his distinguished position of leadership in his chosen field. The pamphlet will be found both interesting and profitable to anyone in the field of school administration.

IVAN R. WATERMAN

### CURRENT PUBLICATIONS RECEIVED

ADAMS, GRACE KINKLE. *Your Child is Normal; the Psychology of Young Childhood*. New York: Covici Friede, 1934.

BAGLEY, WILLIAM C. *Education and Emergent Man*. New York: Thomas Nelson & Sons, 1934.

BOND, ELIAS AUSTIN. *The Professional Treatment of the Subject Matter of Arithmetic for Teacher Training Institutions Grades I to VI*. Contributions to Education No. 525. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

BRENNER, BENJAMIN. *Effect of Immediate and Delayed Praise and Blame upon Learning and Recall*. Contributions to Education No. 620. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

DAVIS, HENRY McVEY. *The Use of State High School Examinations as an Instrument for Judging the Work of Teachers*. Contributions to Education No. 611. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

*Good Driving*. Child Education Section, National Safety Council. New York: National Safety Council, 1934.

MERRIAM, THORNTON W. *The Relations Between Scholastic Achievement in a School of Social Work and Six Factors in Students' Background*. Contributions to Education No. 616. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

MURSELL, JAMES LOCKHART. *Principles of Education*. New York: W. W. Norton & Co., Inc., 1934.

NASH, WILLARD LEE. *A Study of the Stated Aims and Purposes of the Departments of Military Science and Tactics and Physical Education in the Land-grant Colleges of the United States*. Contributions to Education No. 614. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

*Scientific Method in Supervisory Programs*. Seventh Yearbook. Department of Supervisors and Directors of Instruction, National Education Association. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

SCOTT, CECIL WINFIELD. *Indefinite Teacher Tenure: A Critical Study of the Historical, Legal, Operative, and Comparative Aspects*. Contributions to Education No. 613. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

SHERBON, FLORENCE BROWN. *The Child, His Origin, Development, and Care.* New York: McGraw-Hill Book Company, Incorporated, 1934.

SMITH, MAX. *The Relationship Between Item Validity and Test Validity.* Contributions to Education No. 621. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

*Teaching Farm Credit.* Vocational Education Bulletin No. 178, Agricultural Series No. 46, United States Department of the Interior Office of Education. Washington: United States Government Printing Office, 1934.

WATKINS, ARTHUR CHARLES. *The Story of the Paris Pact.* (Third Edition) Washington: National Capital Press, 1934.

WESTFALL, LEON H. *A Study of Verbal Accompaniments to Educational Motion Pictures.* Contributions to Education No. 617. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

## DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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